



## PART I - ELIGIBILITY CERTIFICATION

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The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2009-2010 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.
5. The school has been in existence for five full years, that is, from at least September 2003.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years, 2005, 2006, 2007, 2008 or 2009.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

## PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

**DISTRICT** (Questions 1-2 not applicable to private schools)

Does not apply to private schools

**SCHOOL** (To be completed by all schools)

3. Category that best describes the area where the school is located:

- ☐ Urban or large central city
- ☐ Suburban school with characteristics typical of an urban area
- ☐ Suburban
- ☒ Small city or town in a rural area
- ☐ Rural

4. 4 Number of years the principal has been in her/his position at this school.

5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK	14	28	42	6	8	15	23
K	6	11	17	7	13	12	25
1	22	16	38	8	9	8	17
2	8	10	18	9			0
3	20	15	35	10			0
4	13	13	26	11			0
5	7	22	29	12			0
TOTAL STUDENTS IN THE APPLYING SCHOOL							270

6. Racial/ethnic composition of the school:      0 % American Indian or Alaska Native  
    1 % Asian  
    0 % Black or African American  
    0 % Hispanic or Latino  
    0 % Native Hawaiian or Other Pacific Islander  
    99 % White  
    0 % Two or more races  
    **100 % Total**

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the past year: 2 %

This rate is calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	1
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	5
(3)	Total of all transferred students [sum of rows (1) and (2)].	6
(4)	Total number of students in the school as of October 1.	259
(5)	Total transferred students in row (3) divided by total students in row (4).	0.023
(6)	Amount in row (5) multiplied by 100.	2.317

8. Limited English proficient students in the school: 0 %

Total number limited English proficient 0

Number of languages represented: 1

Specify languages:

American English

9. Students eligible for free/reduced-priced meals: 7 %

Total number students who qualify: 20

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-price school meals program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 3 %

Total Number of Students Served: 9

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>0</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>0</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>7</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>3</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	<u>0</u>
Classroom teachers	<u>13</u>	<u>6</u>
Special resource teachers/specialists	<u>0</u>	<u>7</u>
Paraprofessionals	<u>0</u>	<u>2</u>
Support staff	<u>1</u>	<u>0</u>
Total number	<u>15</u>	<u>15</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1 17 :1

13. Show the attendance patterns of teachers and students as a percentage. Only middle and high schools need to supply dropout rates. Briefly explain in the Notes section any attendance rates under 95%, teacher turnover rates over 12%, or student dropout rates over 5%.

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Daily student attendance	98%	98%	97%	97%	99%
Daily teacher attendance	99%	99%	99%	99%	99%
Teacher turnover rate	5%	19%	10%	18%	9%
Student dropout rate	0%	0%	0%	0%	0%

Please provide all explanations below.

The teacher turnover in 2005-2006 included the retirement of two teachers and two other teachers who moved.

The teacher turnover in 2007-2008 included one retirement, one change in occupation (moved back into business world), and one down-sized position.

14. For schools ending in grade 12 (high schools).

Show what the students who graduated in Spring 2009 are doing as of the Fall 2009.

Graduating class size	<u>0</u>	
Enrolled in a 4-year college or university	<u>0</u>	%
Enrolled in a community college	<u>0</u>	%
Enrolled in vocational training	<u>0</u>	%
Found employment	<u>0</u>	%
Military service	<u>0</u>	%
Other (travel, staying home, etc.)	<u>0</u>	%
Unknown	<u>0</u>	%
<b>Total</b>	<u>          </u>	%

## PART III - SUMMARY

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Saint Anselm School, nestled in the heart of rural Chesterland, Ohio, welcomes students from eight surrounding communities to share in a learning environment where Catholic values guide the spiritual, academic, and social growth of its students.

Thirty faculty and support staff work together to fulfill Saint Anselm's philosophy: that Catholic education is centered in the family and a child, who is supported by the loving witness of this faith community and empowered to develop his or her full potential. Saint Anselm is a vital part of its diverse surrounding community where students are encouraged to serve others – whether by singing and reading to senior citizens, walking to raise money for juvenile diabetes research, planting flower bulbs to beautify the town or collecting socks for soldiers fighting in Iraq. Service projects are fostered and encouraged by a faculty and administration that regularly participates alongside students in these endeavors.

Last year, Saint Anselm School was featured on a local television news segment entitled "Pay It Forward," where students were recognized for their fundraising efforts to help the school's band director and his family, who were expecting a medically compromised baby.

The eighth grade class at Saint Anselm, which forms the Student Corps, embraces its leadership position within the school. This class helps to implement the year's theme – such as 2009's 'All Are Welcome' – as well as provide peer tutoring, conflict resolution and motivational activities for school Spirit Days.

Saint Anselm's curriculum follows guidelines set by the Diocese of Cleveland and the Ohio Catholic School Accreditation Association. The school follows a strategic plan and is in the midst of developing such a plan for the next five years. The faculty believes curriculum serves as a guide to facilitate instruction while providing a framework for continued growth in knowledge.

In the classroom, instructors employ a variety of teaching techniques to meet the needs of each student while motivating and encouraging students to fulfill their potential as good citizens. Differentiated instruction ensures that every student can succeed within a challenging yet supportive environment that addresses a variety of learning styles. Teachers make use of different assessment techniques throughout the year to create flexible sub-groupings in which children are strengthened in their areas of skills while being supported in areas of need. Use of interactive Smart Boards, classroom computers and learning centers all contribute to the educational environment.

At Saint Anselm, a well-rounded educational experience includes a variety of extra- and co-curricular options, including band, Spirit Corps, ski club, ice skating, book club, Journey enrichment, math club and scouting programs. The sports teams at Saint Anselm, which include football, volleyball, basketball and track, rank competitively each year, with this year's eighth grade girls' varsity volleyball team winning the city championship. Last year, two of the school's basketball teams won the prestigious Good Sportsmanship Award. This honor, given to only 34 of 1000 Cleveland-area teams eligible, recognizes teams that demonstrate fairness, enthusiasm, grace when the team loses and humility when the team wins.

Family is the core of Saint Anselm School and parents are encouraged to participate in their children's education in whatever way they are able – options include Parent Club, School Advisory Council, tutoring, field trip chaperoning, classroom and library aides, lunchroom and recess supervision, CYO team coaching, room parenting and class retreat participants. Parents are encouraged to join their children in celebrating Mass each Friday morning, and are invited to share their talents on Career Day. Family fun activities include cosmic bowling, Halloween Carnival, family movie nights, ice cream socials and a spaghetti dinner/bingo night.

## PART IV - INDICATORS OF ACADEMIC SUCCESS

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### 1. **Assessment Results:**

Each year, every student at Saint Anselm School takes the Iowa Test of Basic Skills (ITBS), which provides a comprehensive assessment of student progress in major content areas. Students at Saint Anselm consistently perform well across all grades and subjects in this nationally norm-referenced test. Form C/2005 has been used since the 2007-2008 testing cycle; form A/2005 was used for the two previous cycles; form A/2000 applied to scoring for 2004-2005 school year. In 2006-2007, Saint Anselm School began testing at every grade level, rather than only at the first, third, fifth and seventh as recommended by the Diocese of Cleveland. This change was made in order to better track school and student scores, student groupings, curriculum mastery, and yearly measured growth as indicated on the longitudinal profile scores for both grade levels and individual students.

While there are students with Individualized Educational Plans within the school population, they take the standardized tests, and with few exceptions their scores are included. There are no alternate groupings to report as there are no groups large enough to qualify as a subgroup.

Standardized testing is done in early spring with reports returning in the final quarter of the academic year. This allows the faculty to analyze testing results, plan for the following year for the students, and provide materials to students for the summer as part of their academic growth program.

Reading scores indicate achievement consistently and significantly above the "cutoff scores" provided with few exceptions. At all levels, students are provided with strong intervention in reading, opportunities to grow at their own level, and a multitude of differentiated approaches in this area.

The scores for math from the ITBS indicate a more varied picture of student achievement. The previous strategic plan for Saint Anselm School proposed to address certain areas in the math program. At the same time, Saint Anselm had several significant changes in administration, which made full implementation of the proposed math plan more difficult. After studying the math program during the 2006-2007 school year, a new math program was implemented. Scores for the primary level grades indicate significant growth in math with the more concrete, manipulative-based math program. These scores are strong and within the top ten percent. Upper level scores, most clearly seen in grades five through eight, reflect students caught in the transition, and are weaker. Some students also have developed test anxiety in this area and demonstrated lack of confidence. To assist students during this transition, additional work of review and drill of basic facts and concepts have been implemented; higher order problem solving skills have been introduced in a step-by-step progression; additional flexible grouping of students has been re-introduced at this level; and programs for student enrichment (geometry and advanced algebra) have been added for those students ready for the challenge. There is every indication that students stabilize by the eighth grade level as reflected in the scores from the past three testing cycles. Saint Anselm School is very focused on these patterns and continues to implement strategies to assist students in math achievement.

While test scores meet the criteria to be nominated in the top ten percent of schools in the nation, the administration and faculty of Saint Anselm are committed to high expectations and a rigorous curriculum. Programs such as peer tutoring, Paths to Achieving Learning Success, Journey enrichment, and flexible grouping ensure that each student's particular needs and strengths are being considered.



## **2. Using Assessment Results:**

Educators at Saint Anselm make use of the aforementioned test results to identify which students are learning well under a current system of teaching and which may need a different teaching style to reach their full potential. The scores are studied and discussed at faculty meetings and then among smaller, professional learning groups to determine trends and possible issues. Results assist teachers in defining which services and academic expectations will most help students succeed in the learning environment.

Teachers are attuned to discrepancies between daily classroom work and standardized test scores, and individualize instruction as needed. Saint Anselm's teaching staff understands that these tests may best be used to allow an educator to recognize and nurture a student's greatest strength while strongly supporting his or her need in another area. With the understanding that for an assessment to be authentic many different areas in addition to standardized testing must be examined, teachers also employ rubric-defined projects, formal and informal assessments and group and individual presentations.

Saint Anselm School's program of flexibility grouping allows students with challenges in a specific area to be grouped together based on their particular needs rather than by general categories. For example, while a student may have difficulties with fractions, he might be quite adept in other areas of math. Careful examination of testing data and intelligent sub-grouping allows that student additional time on fractions while still being challenged elsewhere.

Saint Anselm also recognizes that a student who is identified as a high achiever may need additional challenges. Higher-level learning is offered within the classroom and an enrichment program, Journey, in which high achievers are invited to weekly sessions where they more deeply explore subjects touched upon in the classroom curriculum, is also available.

## **3. Communicating Assessment Results:**

Saint Anselm administration and faculty understand that communication amongst everyone involved in a student's education will enrich and shape that experience.

Results of assessments are regularly shared with parents, and scores are broken down in a family-friendly way to make it easier for parents to understand how their children are faring. Student progress reports are sent home mid-quarter and grades are posted weekly online at the school's Edline website. Students receive a report card at the end of each quarter. Parent-teacher conferences are held biannually, where the focus is on a child's overall assessment and performance, rather than only on report card and test scores. At the upper grade levels, students participate in student-led conferencing. Administration and faculty are widely available for individual meetings when necessary throughout the year.

Additionally, assessment results are communicated to the Parent Club, the School Advisory Council, the parish via the church newsletter and a quarterly publication, 'The Messenger', and the Diocese of Cleveland. A Principal's weekly newsletter communicates successes and school activities. Students provide announcements each morning via live television news broadcast into each classroom.

Teachers regularly update their individual classroom's Edline sites, providing parents with information about curriculum areas being studied, upcoming assignments and tests and links to websites that may enrich a student's classroom experience.

#### 4. **Sharing Success:**

Saint Anselm School recognizes the importance of collaborating with other schools to share successes and meet challenges. In this spirit, Saint Anselm biennially hosts a “Teacher Sharing Session,” in which educators from seven area Catholic elementary schools participate in sessions designed to share best practices in education. Saint Anselm instructors also mentor students from Ursuline College (Pepper Pike, Ohio) and Kent State University (Kent, Ohio) by inviting observation and student teaching. Saint Anselm School has also worked with area schools on professional development in diversified instruction.

Saint Anselm School’s website, [stanselmschool.org](http://stanselmschool.org), offers parents, parishioners and the community information about the school’s successes, philosophy, curriculum and upcoming events. Saint Anselm School’s publicist shares news about the school and individual student achievements with local media outlets.

In Summer 2010, Saint Anselm School will host a Gesell Institute Developmental Observation Workshop. The Gesell Institute of Human Development is a non-profit agency that helps educators understand the ages and stages of childhood and how to best interpret behaviors, plan appropriate curricula and manage the classroom setting. These workshops and events offer insight into the programs used at Saint Anselm School successfully.

Saint Anselm School is built on a belief that Christ calls us to serve others. Christian service, living the Gospel in real and concrete terms, is encouraged continually. Students also share their successes by serving their community; examples include collecting Socks for Soldiers, donating children’s books and reading to local area senior citizens.

If awarded Blue Ribbon status, Saint Anselm would be in a more visible position to expand upon these efforts. Additional programming, such as Camp Invention, would be hosted, and a broader base of publicity would allow for attracting more educators and families to all the school has to offer.

## PART V - CURRICULUM AND INSTRUCTION

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### 1. Curriculum:

The curriculum at Saint Anselm School seeks to promote excellence in education in a Christ-centered environment founded on a shared commitment to the spiritual, academic, and social growth of the child. The course of study includes religion, English/language arts, mathematics, reading, phonics, spelling, penmanship, science/health, social studies, Spanish, art, music, computer, and physical education.

The religious dimension of the Catholic faith is infused throughout the entire school program and instruction is divided into profession of faith, celebration of the Christian mystery, the life of Christ, and prayer. Living faith is woven throughout the school program by the reading of scripture, daily personal prayer, and liturgical celebration, all of which focus attention on the Christian foundation of the school. Service projects for the needy, family events, prayer partners, respect for life and each other are constantly nurtured in the students.

The language arts curriculum at Saint Anselm focuses on reading, oral expression, grammar, spelling and penmanship. Students are encouraged to expand their communication skills and poise by addressing their classmates through oral presentations and live television news broadcasts. Primary grades participate in Reader's Theater, Paths to Achieving Literary Success and Phonics Dance. Saint Anselm students also participate in a number of challenges and competitions, such as Word Masters, Geauga Young Authors and Power of the Pen.

Math instruction begins with a manipulation-focused curriculum that moves from concrete to abstract concepts. The Simple Solutions curriculum emphasizes a daily review of math concepts. The optional junior high geometry program, taught by invitation during lunch hour, has offered opportunities for advanced progress, including students who have tested out of Algebra I upon entering high school.

The Spanish program at Saint Anselm, which is in compliance with the foreign language requirement, begins with an introduction to basic vocabulary and conversational skills during weekly classes. Beginning in sixth grade, students attend Spanish three times weekly, each session being forty minutes. The goal is to achieve Spanish I proficiency by the end of eighth grade. Students have tested out of Spanish I as they enter high school.

Saint Anselm's social studies program emphasizes responsible citizenship with a learned historical perspective along with basic principles of research, note taking and essay-writing skills. Students are given the opportunity to get to know their community and history through a variety of historically-centered field trips. In 2009, a cross-curricular National Parks research project spurred a field trip to neighboring Cuyahoga Valley National Park for students in grades 4-8.

The science curriculum at Saint Anselm makes use of hands-on learning methods, such as actual experiments and model-making. Saint Anselm students in grades 6 through 8 consistently achieve top rankings in the local Geauga Kiwanis Science Fair.

Students attend computer classes weekly, and technology is used in a cross-curricular approach for nearly every subject. Students learn to develop presentations using the Power Point application.

The music program encourages confidence and poise through performances and special assemblies. Last year, the school welcomed the Progressive Arts Alliance in a day-long workshop dedicated to helping students understand the origins of hip hop through creating posters in art class, essays and poems in language arts and

dancing in physical education. In visual arts, students study the masters to understand and reproduce their techniques by using a multi-medium approach including sculpture, collage, oil paints and mask-making.

The Health and Physical Education program begins by teaching students how to respect and take care of their bodies through exercise and healthy eating; later years emphasize sportsmanship and competition.

#### **2a. (Elementary Schools) Reading:**

(This question is for elementary schools only)

Students at Saint Anselm are encouraged from kindergarten on to develop a love of reading through a variety of both required and optional programs. Primary grades begin reading instruction through alphabet and sight-word recognition, enhanced by classroom teaching methods such as Phonics Dance, Paths to Achieving Literary Success and word walls. Students are encouraged to read throughout the day at assigned times and often gather in subgroups to best meet their skill level. Teachers employ methods such as “DEAR” – ‘Drop Everything And Read’ - to foster a feeling of excitement about reading opportunities. All students visit the school’s media center weekly to read and choose books to take home and read. Keeping students excited about reading keeps them engaged through school and beyond.

In the upper grades, students grow in reading proficiency by taking on more challenging literary circles. Reading is often accompanied by attendance at professional plays and performances. These students also participate in Book Club and other individualized activities that engage their interests in reading. Younger high achieving readers are invited to join the Shooting Stars program, where students together read and discuss a higher-level book. The Great Books Program will soon be a part of the reading program.

#### **3. Additional Curriculum Area:**

The Saint Anselm technology and computer curriculum is ever expanding and growing to meet the needs of a quickly changing world. The school boasts a newly refurbished, state-of-the-art technology center complete with 26 PC's and a Smart Board. During computer class, each student works individually at his/her workstation.

In kindergarten, children are encouraged to become comfortable with using a computer. Students practice keyboarding at school and can access links through Edline to help them learn beginning school skills at home. In middle grades, computer education and technology is infused throughout the curriculum. Students use computers to research a topic, create a brochure, write a paper, express data using the Excel program and deliver a presentation using the PowerPoint application. Students use digital cameras and special software as they prepare the school yearbook and student newspaper. In addition, upper level students are trained to manage the daily morning news that is broadcasted to classroom televisions and Smart Boards.

Each classroom is equipped with this interactive Smart Board technology, through which teachers enhance learning by visiting websites pertinent to that day’s lesson. Many classrooms also have their own desktop computers through which students can access Accelerated Reader programs and learning tutorials. A comprehensive computer education section on the school’s Edline website guides students and parents through a multitude of links designed to add to the child’s classroom experience.

Saint Anselm School is committed to maintaining a safe, family-oriented environment in which children can expand their horizons and learn to navigate real-world challenges. To this end, students are instructed in safe-use internet policies, including how to avoid bullying and how to maintain their own personal safety and privacy. The whole family is encouraged to join in this effort, with the school hosting parent presentations by internet safety experts.

#### **4. Instructional Methods:**

The faculty at Saint Anselm School believes student learning and achievement is the result of a challenging yet supportive learning environment that embraces a variety of learning styles. In striving to find a perfect match between an instructional method and a particular learner, teachers use varied techniques to motivate, encourage and empower students at every skill level.

Subjects are taught with multiple intelligences in mind; while one student may do his or her best analysis of a novel through a traditional book report, another may prefer to create an illustrated storyboard or write an original chapter. All of these approaches have a place in the Saint Anselm classroom, so that every child is given the best opportunity to succeed. Additionally, Saint Anselm's curriculum makes extensive use of independent guided learning activities including field work, analysis, and sorting. These activities inspire each student to find his or her own path to learning.

Through a flexible grouping system, instruction begins with the class together as whole, and then becomes subdivided based on ability, allowing students with the most difficulty to receive the added attention they need. Once a concept has been taught, the process begins again. Saint Anselm has found this system allows teachers to continually adapt and reorganize students with each new area, customizing instruction to fit each child's needs.

Extra help may be provided through the school's speech therapist, psychological assistant or learning disabilities and remedial teacher. Students also have access to peer tutoring and teachers are widely available after school for student or parent questions. Those students identified as needing enrichment are invited to join the school's Journey program or become members of Shooting Stars/Great Books.

#### **5. Professional Development:**

Continuous improvement through professional growth and development as well as a commitment to life-long learning are the keys to a dynamic, engaged faculty at Saint Anselm School. In the past several years, professional development at Saint Anselm has focused on various forms of diversified instruction. Teachers have attended seminars on subjects including early literacy and promoting successful literacy, teaching differences between boys and girls, math centers and small group instruction.

In the classroom, teachers strive to take a variety of approaches to expand their methods in reaching and engaging all students actively in the learning process. Professional development in the areas of the Wilson Reading Method, Phonics Dance and integration of fine arts throughout the curriculum ensure that each student's individual need is being met.

The importance of professional improvement is so integral to the Saint Anselm community that the Parent Club each year sets aside \$5,000 for these workshops/courses. In addition, Parent Club will pay a percentage of coursework leading toward an advanced teaching degree. Each teacher has a professional growth plan that is in line with the school's strategic plan. Plans are continually assessed and revised.

Recently, teachers have received instruction on how to integrate the interactive Smart Board technology into different curriculum and age groups throughout the student population. Instructors have also sought development courses in general technology and the use of the PowerPoint application, ensuring Saint Anselm graduates will leave the school with a firm grasp of the latest trends in technology.

## **6. School Leadership:**

Saint Anselm School Principal Joan Agresta believes that a partnership between administration and staff brings continuous improvement in an environment of collaboration and attainment of goals, both personal and school-wide. Toward this end, Miss Agresta acts as the instructional and catechetical leader of a team that works together to create Saint Anselm's tight-knit community dedicated to the spiritual, academic and social growth of each student.

Miss Agresta meets with grade-level coordinators twice monthly to redefine goals and discuss feedback and any issues that have arisen. Miss Agresta regularly reviews teacher's plan books for classroom instruction and participates in classroom observation and conferencing.

As the instructional leader, Miss Agresta values the importance of keeping in touch with the latest trends in the greater world of education and supporting and encouraging teachers in their pursuit of professional development and greater knowledge. As the catechetical leader, Miss Agresta displays her authentic spiritual self and provides staff and students with multiple opportunities to engage in thoughtful prayer and reflection.

Miss Agresta hosts an end-of-the-year review with the entire faculty and staff, where lesson plans and teaching techniques are discussed and critiqued. The team discusses how to improve on what worked and what to change for more effective teaching. Revisions to the curriculum and instructional methods are initiated immediately.

A hard-working faculty deserves some time for fun and play, and Miss Agresta recognizes and encourages this endeavor. In striving to keep the staff fresh and motivated, Miss Agresta weaves games, get-togethers and family-type mealtimes into teacher's daily routines. During conferences and in-service days, Miss Agresta often prepares meals herself for the faculty and staff, in an effort to encourage the family atmosphere that Saint Anselm values so highly.

## PART VI - PRIVATE SCHOOL ADDENDUM

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1. Private school association: Catholic
2. Does the school have nonprofit, tax exempt (501(c)(3)) status? Yes X No
3. What are the 2009-2010 tuition rates, by grade? (Do not include room, board, or fees.)

<u>\$3335</u> K	<u>\$3335</u> 1st	<u>\$3335</u> 2nd	<u>\$3335</u> 3rd	<u>\$3335</u> 4th	<u>\$3335</u> 5th
<u>\$3335</u> 6th	<u>\$3335</u> 7th	<u>\$3335</u> 8th	<u>\$0</u> 9th	<u>\$0</u> 10th	<u>\$0</u> 11th
<u>\$0</u> 12th	<u>\$0</u> Other				

4. What is the educational cost per student? \$ 4963 (School budget divided by enrollment)
5. What is the average financial aid per student? \$ 1628
6. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction?  
33 %
7. What percentage of the student body receives scholarship assistance, including tuition reduction?  
100 %

## PART VII - ASSESSMENT RESULTS

### ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS

Subject: Mathematics

Grade: 1 Test: Iowa Tests of Basic Skills

Edition/Publication Year: C/2005;A/2005; A/2000 Publisher: Riverside Publishing

Scores are reported here as: Percentiles

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing month	Mar	Feb	Mar	Mar	Apr
<b>SCHOOL SCORES</b>					
Average Score	83	85	84	76	74
Number of students tested	20	31	29	34	37
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b>					
Average Score					
Number of students tested					
<b>2. African American Students</b>					
Average Score					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Average Score					
Number of students tested					
<b>4. Special Education Students</b>					
Average Score					
Number of students tested					
<b>5. Limited English Proficient Students</b>					
Average Score					
Number of students tested					
<b>6. Largest Other Subgroup</b>					
Average Score					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
<b>NATIONAL MEAN SCORE</b>					
<b>NATIONAL STANDARD DEVIATION</b>					

Notes:



Subject: Reading

Grade: 1 Test: Iowa Tests of Basic Skills

Edition/Publication Year: C/2005;A/2005; A/2000 Publisher: Riverside Publishing

Scores are reported here as: Percentiles

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing month	Mar	Feb	Mar	Mar	Apr
<b>SCHOOL SCORES</b>					
Average Score	86	75	90	85	83
Number of students tested	20	31	29	34	37
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b>					
Average Score					
Number of students tested					
<b>2. African American Students</b>					
Average Score					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Average Score					
Number of students tested					
<b>4. Special Education Students</b>					
Average Score					
Number of students tested					
<b>5. Limited English Proficient Students</b>					
Average Score					
Number of students tested					
<b>6. Largest Other Subgroup</b>					
Average Score					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
<b>NATIONAL MEAN SCORE</b>					
<b>NATIONAL STANDARD DEVIATION</b>					

Notes:

There were no groups fitting the listed requirements as subgroups.

Subject: Mathematics

Grade: 2 Test: Iowa Tests of Basic Skills

Edition/Publication Year: C/2005; A/2005 Publisher: Riverside Publishing

Scores are reported here as: Percentiles

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing month	Mar	Feb	Mar		
<b>SCHOOL SCORES</b>					
Average Score	83	93	65		
Number of students tested	30	29	35		
Percent of total students tested	100	100	100		
Number of students alternatively assessed	0	0	0		
Percent of students alternatively assessed	0	0	0		
<b>SUBGROUP SCORES</b>					
<b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b>					
Average Score					
Number of students tested					
<b>2. African American Students</b>					
Average Score					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Average Score					
Number of students tested					
<b>4. Special Education Students</b>					
Average Score					
Number of students tested					
<b>5. Limited English Proficient Students</b>					
Average Score					
Number of students tested					
<b>6. Largest Other Subgroup</b>					
Average Score					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
<b>NATIONAL MEAN SCORE</b>					
<b>NATIONAL STANDARD DEVIATION</b>					

Notes:

This grade level was not tested in 2005-2006 and 2004-2005.

Subject: Reading Grade: 2 Test: Iowa Tests of Basic Skills  
Edition/Publication Year: C/2005; A/2005 Publisher: Riverside Publishing  
Scores are reported here as: Percentiles

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing month	Mar	Feb	Mar		
<b>SCHOOL SCORES</b>					
Average Score	75	85	80		
Number of students tested	30	29	35		
Percent of total students tested	100	100	100		
Number of students alternatively assessed	0	0	0		
Percent of students alternatively assessed	0	0	0		
<b>SUBGROUP SCORES</b>					
<b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b>					
Average Score					
Number of students tested					
<b>2. African American Students</b>					
Average Score					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Average Score					
Number of students tested					
<b>4. Special Education Students</b>					
Average Score					
Number of students tested					
<b>5. Limited English Proficient Students</b>					
Average Score					
Number of students tested					
<b>6. Largest Other Subgroup</b>					
Average Score					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
<b>NATIONAL MEAN SCORE</b>					
<b>NATIONAL STANDARD DEVIATION</b>					

Notes:

Students in grade 2 were not part of the testing group in 2005-2006 and 2004-2005.

Subject: Mathematics

Grade: 3 Test: Iowa Tests of Basic Skills

Edition/Publication Year: C/2005; A/2005; A/2000 Publisher: Riverside Publishing

Scores are reported here as: Percentiles

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing month	Mar	Feb	Mar	Mar	Apr
<b>SCHOOL SCORES</b>					
Average Score	87	76	68	71	74
Number of students tested	23	32	32	30	30
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b>					
Average Score					
Number of students tested					
<b>2. African American Students</b>					
Average Score					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Average Score					
Number of students tested					
<b>4. Special Education Students</b>					
Average Score					
Number of students tested					
<b>5. Limited English Proficient Students</b>					
Average Score					
Number of students tested					
<b>6. Largest Other Subgroup</b>					
Average Score					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
<b>NATIONAL MEAN SCORE</b>					
<b>NATIONAL STANDARD DEVIATION</b>					

Notes:

Subject: Reading

Grade: 3 Test: Iowa Tests of Basic Skills

Edition/Publication Year: C/2005; A/2005; A/2000 Publisher: Riverside Publishing

Scores are reported here as: Percentiles

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing month	Mar	Feb	Mar	Mar	Apr
<b>SCHOOL SCORES</b>					
Average Score	83	78	79	72	83
Number of students tested	23	32	32	30	30
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b>					
Average Score					
Number of students tested					
<b>2. African American Students</b>					
Average Score					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Average Score					
Number of students tested					
<b>4. Special Education Students</b>					
Average Score					
Number of students tested					
<b>5. Limited English Proficient Students</b>					
Average Score					
Number of students tested					
<b>6. Largest Other Subgroup</b>					
Average Score					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
<b>NATIONAL MEAN SCORE</b>					
<b>NATIONAL STANDARD DEVIATION</b>					

Notes:

Subject: Mathematics

Grade: 4 Test: Iowa Tests of Basic Skills

Edition/Publication Year: C/2005; A/2005 Publisher: Riverside Publishing

Scores are reported here as: Percentiles

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing month	Mar	Feb	Mar		
<b>SCHOOL SCORES</b>					
Average Score	83	69	72		
Number of students tested	28	31	27		
Percent of total students tested	100	100	100		
Number of students alternatively assessed	0	0	0		
Percent of students alternatively assessed	0	0	0		
<b>SUBGROUP SCORES</b>					
<b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b>					
Average Score					
Number of students tested					
<b>2. African American Students</b>					
Average Score					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Average Score					
Number of students tested					
<b>4. Special Education Students</b>					
Average Score					
Number of students tested					
<b>5. Limited English Proficient Students</b>					
Average Score					
Number of students tested					
<b>6. Largest Other Subgroup</b>					
Average Score					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
<b>NATIONAL MEAN SCORE</b>					
<b>NATIONAL STANDARD DEVIATION</b>					

Notes:

This grade level was not tested during 2005-2006 and 2004-2005.

Subject: Reading Grade: 4 Test: Iowa Tests of Basic Skills  
Edition/Publication Year: C/2005; A/2005 Publisher: Riverside Publishing  
Scores are reported here as: Percentiles

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing month	Mar	Feb	Mar		
<b>SCHOOL SCORES</b>					
Average Score	81	77	73		
Number of students tested	28	31	27		
Percent of total students tested	100	100	100		
Number of students alternatively assessed	0	0	0		
Percent of students alternatively assessed	0	0	0		
<b>SUBGROUP SCORES</b>					
<b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b>					
Average Score					
Number of students tested					
<b>2. African American Students</b>					
Average Score					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Average Score					
Number of students tested					
<b>4. Special Education Students</b>					
Average Score					
Number of students tested					
<b>5. Limited English Proficient Students</b>					
Average Score					
Number of students tested					
<b>6. Largest Other Subgroup</b>					
Average Score					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
<b>NATIONAL MEAN SCORE</b>					
<b>NATIONAL STANDARD DEVIATION</b>					

Notes:

This group was not tested in 2005-2006 and 2004-2005.

Subject: Mathematics

Grade: 5 Test: Iowa Tests of Basic Skills

Edition/Publication Year: C/2005; A/2005; A/2000 Publisher: Riverside Publishing

Scores are reported here as: Percentiles

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing month	Mar	Feb	Mar	Mar	Apr
<b>SCHOOL SCORES</b>					
Average Score	75	53	65	83	70
Number of students tested	25	25	20	23	45
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b>					
Average Score					
Number of students tested					
<b>2. African American Students</b>					
Average Score					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Average Score					
Number of students tested					
<b>4. Special Education Students</b>					
Average Score					
Number of students tested					
<b>5. Limited English Proficient Students</b>					
Average Score					
Number of students tested					
<b>6. Largest Other Subgroup</b>					
Average Score					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
<b>NATIONAL MEAN SCORE</b>					
<b>NATIONAL STANDARD DEVIATION</b>					

Notes:

The class tested in 2007-2008 has high test anxiety and was caught in the transition between the change in math programs (moving out of Saxon Math).



Subject: Reading

Grade: 5 Test: Iowa Tests of Basic Skills

Edition/Publication Year: C/2005; A/2005; A/2000 Publisher: Riverside Publishing

Scores are reported here as: Percentiles

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing month	Mar	Feb	Mar	Mar	Jul
<b>SCHOOL SCORES</b>					
Average Score	82	63	69	81	73
Number of students tested	25	25	20	23	45
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b>					
Average Score					
Number of students tested					
<b>2. African American Students</b>					
Average Score					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Average Score					
Number of students tested					
<b>4. Special Education Students</b>					
Average Score					
Number of students tested					
<b>5. Limited English Proficient Students</b>					
Average Score					
Number of students tested					
<b>6. Largest Other Subgroup</b>					
Average Score					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
<b>NATIONAL MEAN SCORE</b>					
<b>NATIONAL STANDARD DEVIATION</b>					

Notes:

Subject: Mathematics

Grade: 6 Test: Iowa Tests of Basic Skills

Edition/Publication Year: C/2005; A/2005 Publisher: Riverside Publishing

Scores are reported here as: Percentiles

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing month	Mar	Feb	Mar		
<b>SCHOOL SCORES</b>					
Average Score	53	58	72		
Number of students tested	22	18	21		
Percent of total students tested	100	100	100		
Number of students alternatively assessed	0	0	0		
Percent of students alternatively assessed	0	0	0		
<b>SUBGROUP SCORES</b>					
<b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b>					
Average Score					
Number of students tested					
<b>2. African American Students</b>					
Average Score					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Average Score					
Number of students tested					
<b>4. Special Education Students</b>					
Average Score					
Number of students tested					
<b>5. Limited English Proficient Students</b>					
Average Score					
Number of students tested					
<b>6. Largest Other Subgroup</b>					
Average Score					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
<b>NATIONAL MEAN SCORE</b>					
<b>NATIONAL STANDARD DEVIATION</b>					

Notes:

This grade level was not tested in 2005-2006 and 2004-2005.

Subject: Reading Grade: 6 Test: Iowa Tests of Basic Skills  
Edition/Publication Year: C/2005; A/2005 Publisher: Riverside Publishing  
Scores are reported here as: Percentiles

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing month	Mar	Feb	Mar		
<b>SCHOOL SCORES</b>					
Average Score	62	72	81		
Number of students tested	22	18	21		
Percent of total students tested	100	100	100		
Number of students alternatively assessed	0	0	0		
Percent of students alternatively assessed	0	0	0		
<b>SUBGROUP SCORES</b>					
<b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b>					
Average Score					
Number of students tested					
<b>2. African American Students</b>					
Average Score					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Average Score					
Number of students tested					
<b>4. Special Education Students</b>					
Average Score					
Number of students tested					
<b>5. Limited English Proficient Students</b>					
Average Score					
Number of students tested					
<b>6. Largest Other Subgroup</b>					
Average Score					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
<b>NATIONAL MEAN SCORE</b>					
<b>NATIONAL STANDARD DEVIATION</b>					

Notes:

This grade level was not tested in 2005-2006 and 2004-2005.

Subject: Mathematics

Grade: 7 Test: Iowa Tests of Basic Skills

Edition/Publication Year: C/2005; A/2005; A/2000 Publisher: Riverside Publishing

Scores are reported here as: Percentiles

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing month	Mar	Feb	Mar	Mar	Apr
<b>SCHOOL SCORES</b>					
Average Score	64	68	64	82	71
Number of students tested	17	18	32	21	18
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b>					
Average Score					
Number of students tested					
<b>2. African American Students</b>					
Average Score					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Average Score					
Number of students tested					
<b>4. Special Education Students</b>					
Average Score					
Number of students tested					
<b>5. Limited English Proficient Students</b>					
Average Score					
Number of students tested					
<b>6. Largest Other Subgroup</b>					
Average Score					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
<b>NATIONAL MEAN SCORE</b>					
<b>NATIONAL STANDARD DEVIATION</b>					

Notes:

Subject: Reading

Grade: 7 Test: Iowa Tests of Basic Skills

Edition/Publication Year: C/2005; A/2005; A/2000 Publisher: Riverside Publishing

Scores are reported here as: Percentiles

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing month	Mar	Feb	Mar	Mar	Apr
<b>SCHOOL SCORES</b>					
Average Score	80	85	74	72	65
Number of students tested	17	18	32	21	18
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b>					
Average Score					
Number of students tested					
<b>2. African American Students</b>					
Average Score					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Average Score					
Number of students tested					
<b>4. Special Education Students</b>					
Average Score					
Number of students tested					
<b>5. Limited English Proficient Students</b>					
Average Score					
Number of students tested					
<b>6. Largest Other Subgroup</b>					
Average Score					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
<b>NATIONAL MEAN SCORE</b>					
<b>NATIONAL STANDARD DEVIATION</b>					

Notes:

Subject: Mathematics

Grade: 8 Test: Iowa Tests of Basic Skills

Edition/Publication Year: C/2005; A/2005 Publisher: Riverside Publishing

Scores are reported here as: Percentiles

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing month	Mar	Feb	Mar		
<b>SCHOOL SCORES</b>					
Average Score	76	69	71		
Number of students tested	19	33	19		
Percent of total students tested	100	100	100		
Number of students alternatively assessed	0	0	0		
Percent of students alternatively assessed	0	0	0		
<b>SUBGROUP SCORES</b>					
<b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b>					
Average Score					
Number of students tested					
<b>2. African American Students</b>					
Average Score					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Average Score					
Number of students tested					
<b>4. Special Education Students</b>					
Average Score					
Number of students tested					
<b>5. Limited English Proficient Students</b>					
Average Score					
Number of students tested					
<b>6. Largest Other Subgroup</b>					
Average Score					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
<b>NATIONAL MEAN SCORE</b>					
<b>NATIONAL STANDARD DEVIATION</b>					

Notes:

This grade level was not tested in 2005-2006 and 2004-2005.

Subject: Reading Grade: 8 Test: Iowa Tests of Basic Skills  
Edition/Publication Year: C/2005; A/2005 Publisher: Riverside Publishing  
Scores are reported here as: Percentiles

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing month	Mar	Feb	Mar		
<b>SCHOOL SCORES</b>					
Average Score	87	76	77		
Number of students tested	19	33	19		
Percent of total students tested	100	100	100		
Number of students alternatively assessed	0	0	0		
Percent of students alternatively assessed	0	0	0		
<b>SUBGROUP SCORES</b>					
<b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b>					
Average Score					
Number of students tested					
<b>2. African American Students</b>					
Average Score					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Average Score					
Number of students tested					
<b>4. Special Education Students</b>					
Average Score					
Number of students tested					
<b>5. Limited English Proficient Students</b>					
Average Score					
Number of students tested					
<b>6. Largest Other Subgroup</b>					
Average Score					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
<b>NATIONAL MEAN SCORE</b>					
<b>NATIONAL STANDARD DEVIATION</b>					

Notes:

This grade level was not tested in 2005-2006 and 2004-2005.